Programme approval visit report

Section one

Programme provider name:	Bournemouth University
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Dorchester County Hospital NHS Foundation Trust Dorset Healthcare University NHS Foundation Trust Somerset Partnership NHS Foundation Trust University Hospitals Southampton NHS Foundation Trust Hampshire Hospitals NHS Foundation Trust Southern Health NHS Foundation Trust Isle of Wight NHS Foundation Trust Taunton and Somerset NHS Foundation Trust The Royal Bournemouth and Christchurch Hospitals NHS Foundation Trust Yeovil District Hospital NHS Foundation Trust Wiltshire Health and Care NHS partnership Great Western Hospitals NHS Foundation Trust South West Ambulance Service NHS Trust Avon and Wiltshire Mental Health Partnership NHS Trust Poole Hospital NHS Foundation Trust Portsmouth Hospital NHS Trust Salisbury NHS Foundation Trust NHS Dorset Clinical Commissioning Group West Hampshire Clinical Commissioning Group Private, voluntary and independent health care providers Education and social care providers
Programme reviewed:	Pre-registration nursing associate ☐ Nursing associate apprenticeship ☒

Title of programme:	FdSc Nursing Associate
Academic levels:	
Pre-registration nursing associate	England ☐ Level 5
Nursing associate apprenticeship	England ☒ Level 5
Date of approval visit:	22 September 2020

Programme start date:
 	
    Pre-registration nursing associate
    Nursing associate apprenticeship
	11 January 2021

QA visitor(s):	Registrant Visitor: Wendy Wesson Lay Visitor: Adrian Mason

Summary of review and findings
Bournemouth University (BU) is an established approved education institution (AEI). The school of health and social care (the school) within the faculty of health and social sciences at BU presented a foundation degree (FdSc) nursing associate (NA) programme for approval against the Standards for pre-registration NA programmes (SPNA) (NMC, 2018). The programme will be delivered by the programme lead at Bournemouth and Poole College (BPC), in partnership with BU. The programme comprises a 27-month apprenticeship route. Documentary evidence submitted suggests that there is effective partnership working between BU and key stakeholders. Further discussions at the visit with practice learning partners (PLPs) and students evidence effective day to day working with practice partners and employers. Co-production is not evident within the discussions at the approval visit for all elements of design, development, delivery and evaluation of the NA programme. Students, service users and carers (SUCs), practice supervisors and practice assessors did not confirm involvement in design and development of the programme

The approval visit was undertaken via remote means due to COVID-19.

The apprentice employer partners for the apprenticeship route are Dorset Healthcare University NHS Foundation Trust and The Royal Bournemouth and Christchurch Hospitals NHS Foundation Trust.

BU, in partnership BPC, have provided a NA programme based on the Health Education England (HEE) curriculum since 2019. The programme is currently delivered at BPC, with current students in their second year of study.

BU seek approval for the NA programme which includes BPC as a new satellite campus for delivery of the full programme. BPC confirm through discussion at the visit, virtual tours of campus facilities and documentary evidence that they have the resources to deliver the NA programme. The programme team at BPC work in partnership with colleagues at BU in the design, development, delivery and evaluation of the programme. BU have fully engaged with the national development group for the England NA practice assessment document (NAPAD) and intend to use the NAPAD for all students in future programmes.

The evidence reviewed and the NMC visit confirm that the Standards for student supervision and assessment (SSSA) (NMC, 2018) and the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at programme level. The SPNA are not met. |

The programme is recommended to the NMC for approval subject to four NMC conditions and five university conditions. One NMC recommendation and one university recommendation are made.

Updated 20 November 2020:

Evidence is provided that the changes required to meet the conditions have been made. The SSSA and the SFNME are now met at programme level. The SPNA are now met. The conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** Condition three: Provide signed commitment statements from the two proposed apprentice employer partners to demonstrate that BU works in partnership with apprentice employer partners for the NA programme. (SFNME R2.1; SSSA R1.4) Condition four: Provide an implementation plan of the co-production of NA curricula, including the programme design, development, delivery and evaluation with students and SUCs. (SFNME R1.12, R5.5; SPNA R2.1) **Selection, admission and progression:** Condition five: Clarify the process for applications for recognition of prior learning (RPL) for apprentices, ensuring compliance with Education and Skills Funding Agency requirements; clarify admissions processes including the differences between apprenticeship and direct entry and ensure clarity of admissions information available on the BPC course website; and ensure that the commitment statement

clearly articulates RPL requirements and off the job learning hours. (University condition)

Practice learning:

Condition one: Clarify the nature of NA students' protected learning time in all programme-, student- and practice-facing documentation. Ensure there is clarity as to whether NA students are subject to option A (supernumerary) or option B. (SPNA R3.5)

Assessment, fitness for practice and award:

Condition six: Provide evidence of mapping to level five entry to the BSc Nursing provision. (University condition)

Education governance: management and quality assurance:

Condition two: Ensure the programme planner has the correct programme start date (11 January 2021). (SFNME R3.2; SPNA R2.1)

Condition seven: To revisit the programme documentation correcting areas of the documentation in particular:
- Ensuring the start date in the programme planner is correct;
- Revisit units to ensure appropriate differentiation in aims, content and level;
- Ensure clarity over assessment of intended learning outcomes in all units;
- Ensure that additional progression requirements and final award requirements specified via the exceptional assessment regulations are written into the programme structure diagram, to ensure clarity for applicants and students;
- Ensure that the assessment for the 'delivering nursing care one' unit is aligned between the unit and programme specification and is 6C compliant;
- Ensure formatting of placement guide content is correct;

	• Provide clarity with regard to the model of delivery and total programme hours information. (University condition) Condition eight: Present a resourcing form signed by the BPC higher education manager and principal. (University condition) Condition nine: To ensure that the exceptional assessment regulations are approved by faculty academic standards and education committee and the head of academic quality. (University condition)
Date condition(s) to be met:	23 October 2020
Recommendations to enhance the programme delivery:	Recommendation one: Consider enhancing the interprofessional learning opportunities for NA students. (SFNME R3.16; SPNA R2.1) Recommendation two: Consider the development of a network to bring together practice assessors and practice educators. (University recommendation)
Focused areas for future monitoring:	Academic assessor role. Resources for NA programme as student numbers grow.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions BU have submitted documentary evidence to meet the conditions. There is now clarity regarding the nature of NA students' protected learning time in all programme, student and practice facing documentation. NA students are subject to option A (supernumerary). Condition one is now met. The programme planner has been amended to reflect the correct programme start date (11 January 2021). Condition two is now met. The programme team have provided signed commitment statements from the proposed apprentice employer partners to demonstrate that BU works in partnership with apprentice employer partners for the NA programme. Condition three is now met.

The programme team have provided a meeting planner which identifies the nature of the co-production of NA curricula, including the programme design, development, delivery and evaluation with students and SUCs. Condition four is now met.

BU have confirmed that the university conditions have been addressed to their satisfaction and are signed off by the approval visit chair. Conditions five to nine are now met.

The SFNME are now met.
The SSSA is now met
The SPNA are now met.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	20 November 2020

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for pre-registration nursing associate programmes* (NMC, 2018) *Standards of proficiency for nursing associates* (NMC, 2018) *Standards framework for nursing and midwifery education* (NMC, 2018) *Standards for student supervision and assessment* (NMC, 2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018) QA framework for nursing, midwifery and nursing associate education (NMC, 2018) QA Handbook

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC *Standards for student supervision and assessment*
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including service users contribute to student assessment

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Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.7 students are empowered to be proactive and to take responsibility for their learning
R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:
R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

Documentary analysis and discussion at the approval visit provides evidence of partnership working with PLPs and apprentice employer partners in relation to programme delivery and evaluation, with shared responsibility for theory and practice learning and regular communications with the AEI throughout the year.

Whilst it is evident from documentary analysis and discussion at the approval visit that the university has excellent partnership working with SUCs for its registered nurse programme, the focus of the approval visit was to determine whether this applied to the NA provision run by BPC. With regard to SUC input, this is not the

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case. We spoke to students in the second year of the programme who had not had contact with service users at any point in their programme other than in clinical practice. It was apparent during the visit, on meeting with students and SUCs that these groups had no direct input into the proposed NA programme design or curriculum development. BU have recently sent out an expression of interest to their SUC group, to identify SUCs who wish to be involved specifically in the NA programme. Discussions at the approval visit with SUCs include those who have responded to this call. They confirm that they will be meeting with the programme team to identify their contribution and involvement within the NA programme. (Condition four)

Employers, senior PLP managers and the HEE representative at the visit all support the NA apprenticeship route.

Apprentice employer partners confirm at the approval visit that they will support apprentice NA students. Whilst a blank contract agreement between the university, students and employers is provided, no pre-existing signed commitment statement is in place to confirm partnership working between BU and the two apprentice employer partners. (Condition three)

Students tell us that they are regularly asked to provide feedback on programme content and delivery, through module evaluations and practice learning placement feedback. Students do not appear to have directly contributed to curriculum development. Co-production is not evident within the discussions at the approval visit for all elements of design, development, delivery and evaluation of the NA programme. Students, practice supervisors and practice assessors confirm that feedback is sought from them by the programme team in relation to theory and practice learning. They did not confirm involvement in design and development of the programme. (Condition four)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*

MET ☐   NOT MET ☒

There are no signed commitment statements in place for the NA programme between the AEI and proposed apprentice employer partners to provide assurance of partnership working and commitment to the NMC standards for education and training.

Condition three: Provide signed commitment statements from the two proposed apprentice employer partners to demonstrate that BU works in partnership with apprentice employer partners for the NA programme. (SFNME R2.1; SSSA R1.4)

Co-production by stakeholders is not evident within the discussions at the approval visit for all elements of design, development, delivery and evaluation of the NA programme.

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Condition four: Provide an implementation plan of the co-production of NA curricula, including the programme design, development, delivery and evaluation with students and SUCs. (SFNME R1.12, R5.5; SPNA R2.1)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: *Standards for student supervision and assessment*

MET ☐   NOT MET ☒

There are no signed commitment statements in place for the NA programme between the AEI and proposed apprentice employers to provide assurance of partnership working and commitment to the NMC standards for education and training.

Condition three: Provide signed commitment statements from the two proposed apprentice employer partners to demonstrate that BU works in partnership with apprentice employer partners for the NA programme. (SFNME R2.1; SSSA R1.4)

Post Event Review

Identify how the conditions are met:

Condition three: Signed commitments statements from the proposed apprentice student employers have been provided, demonstrating that BU works in partnership with apprentice employer partners in delivery of the NA programme. An email from an apprentice employer partner confirms that partnership working is in place between BU and the proposed apprentice employer partners for the NA programme.

Condition four: The programme team have provided a meeting planner which identifies the nature of the co-production with students and SUCs in the delivery of NA curricula, including programme design, development, delivery and evaluation.

Evidence:

Apprentice commitment statement from apprentice employer partner, 19 October 2020
Email from apprentice employer partner, 22 October 2020
Meeting planner with timelines for student and SUC involvement, 2020

Condition three and condition four are now met.

Date condition(s) met: 20 November 2020

Revised outcome after condition(s) met: MET ☒   NOT MET ☐

Student journey through the programme

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:

R1.1 Confirm on entry to the programme that students:
R1.1.1 demonstrate values in accordance with the Code
R1.1.2 have capability to learn behaviours in accordance with the Code
R1.1.3 have capability to develop numeracy skills required to meet programme outcomes
R1.1.4 can demonstrate proficiency in English language
R1.1.5 have capability in literacy to meet programme outcomes
R1.1.6 have capability for digital and technological literacy to meet programme outcomes
R1.2 ensure students' heath and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and good character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks.
R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully.
R1.4 ensure that the registered nurse or registered nursing associate responsible for directing the educational programme or their designated registered nurse substitute or designated registered nursing associate substitute, are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing associate programme.
R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for nursing associates* and programme outcomes, up to a maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently a NMC registered nurse without restrictions on their practice, and
R1.6 provide support where required to students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and literacy to meet programme outcomes.

Standards framework for nursing and midwifery education specifically*:* R2.6, R2.7, R2.8, R2.10

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:

- There is evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria and capability to learn behaviour according to the Code, educational entry standard required, and progression and assessment strategy, English language proficiency criteria is specified in recruitment processes. Service users and practitioners are involved in selection processes. (R1.1.1 – R1.1.6)

  YES ☒   **NO** ☐

- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes are detailed. (R1.2)

  YES ☒   **NO** ☐

- Health and character processes are evidenced including information given to applicants and students including details of periodic health and character review timescales. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)

  YES ☒   **NO** ☐

- Processes are in place for providing supporting declarations by a registered nurse or registered nursing associate responsible for directing the educational programme (R1.4)

  YES ☒   **NO** ☐

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

- There is evidence of recognition of prior learning processes that are capable of being mapped to the Standards of proficiency for nursing associates and programme outcomes, up to a maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently a NMC registered nurse without restrictions on their practice. (R1.5)

  MET ☒   **NOT MET** ☐

R1.5 is met. Documentation and the approval visit confirm that there are established processes in place to recognise evidence of prior learning that is mapped against the Standards of proficiency for NAs (NMC, 2018) and programme outcomes. BU guidelines for RPL are followed, to a maximum limit of 50 percent of the programme.

- Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content

meets the proficiencies and programme outcomes. Ongoing achievement record (OAR)/PAD linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

MET ☒   **NOT MET** ☐

R1.6 is met. Documentation provided and the approval visit discussions confirm that numeracy, literacy and digital technology literacy of students are identified via a mapping exercise against proficiency standards and programme outcomes.

Documentary evidence confirms an applicant needs a general certificate of secondary education level four or above, or equivalence in both mathematics and English for entry to the programme. Discussions at the approval visit established the robustness of numeracy and literacy assessments as part of the admission process.

Literacy and numeracy are assessed formatively and summatively during the programme. The expectation of numeracy success is outlined for students at the beginning of the programme in the programme handbook.

There is documentary evidence that assistance is provided to students who need additional support with digital literacy and technology. The NAPAD, skills record and the OAR provide written evidence that competence in literacy, digital and technological literacy are managed.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met

YES ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐

Date: 22 September 2020

Post event review		
Identify how the condition(s) is met:		

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐

N/A

Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:

R2.1 ensure that programmes comply with the *NMC Standards framework for nursing and midwifery education*

R2.2 comply with the NMC *Standards for student supervision and assessment*

R2.3 ensure that all programme learning outcomes reflect the *Standards of proficiency for nursing associates.*

R2.4 design and deliver a programme that supports students and provides an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings

R2.5 set out the general and professional content necessary to meet the *Standards of proficiency for nursing associates* and programme outcomes

R2.6 ensure that the programme hours and programme length are:

2.6.1 sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*,

2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes, currently set under Article 31(3) of Directive 2005/36/EC (4,600 hours)

2.6.3 consonant with the award of a foundation degree (typically 2 years)

R2.7 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies, and

R2.8 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.

Standards framework for nursing and midwifery education specifically*:*
R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.7, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*
R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:
- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)

YES ☐   **NO** ☒

R2.1 is not met. The programme start date is incorrect within the documentation. Discussion at the approval visit confirms that the start date for the programme is 11 January 2021. The student-facing programme planner requires amendment to reflect the correct start date. (Condition two).

Co-production is not evident within the discussions at the approval visit for all elements of design, development, delivery and evaluation of the NA programme. Students, practice supervisors and practice assessors confirm that feedback is sought from them by the programme team in relation to theory and practice learning. They did not confirm involvement in design and development of the programme. (Condition four)

The inter-professional learning opportunities for NA students within the theoretical component of the programme appear limited. (Recommendation one)

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)

    YES ☒   **NO** ☐

- Mapping has been undertaken to show how the curriculum and practice learning content meets the *Standards of proficiency for nursing associates* and programme outcomes. (R2.3)

    YES ☒   **NO** ☐

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience a non-field specific nursing associate programme, across the lifespan and in a variety of settings. (R2.4)

    MET ☒   **NOT MET** ☐

R2.4 is met. Programme documentation and discussions at the approval visit confirm that the NA programme design and delivery supports the students in both theory and practice that are non-field specific, across the lifespan and in a variety of settings. This is evident within the programme module descriptors.

Students confirm their awareness that all coursework is related to the SPNA and the Standards of proficiency for NAs (NMC, 2018). Students and employers confirm that a breadth of experience is offered in practice to enable students to experience all fields of nursing practice.

Practice supervisors and practice assessors confirm that a variety of practice settings are provided for students to ensure that students experience care across the lifespan.

Evidence provides assurance that the following QA approval criteria are met:

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- There is evidence that mapping has been undertaken to show how the programme outcomes, module outcomes and content meets the *Standards of proficiency for nursing associates* and programme outcomes. (R2.5)

  YES ☒   **NO** ☐

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

- There is evidence that:
  - the programme meets NMC requirements on programme hours and programme length;
  - programmed learning is sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates.* (R2.6)

  MET ☒   **NOT MET** ☐

R2.6 is met. Documentary evidence confirms that the length of the programme and the required hours for theory and practice learning meet NMC requirements.

The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory/practice balance detailed at each part of the programme and at the end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme.

  MET ☒   **NOT MET** ☐

R2.7 is met. A range of teaching and learning strategies are detailed in the programme documentation. Module descriptors confirm that module aims, descriptors and outcomes are appropriate, and provide details of the required hours of theory and practice for each part of the programme and at the end point. An example model of delivery document set out the theory and practice hours for this two-year programme, confirming a 50 percent theory and 50 percent practice split for each route. Module descriptors provide assurance of the range of teaching, learning and assessment strategies employed.

The programme team, students and PLPs confirmed adherence to the requirements of the programme in relation to theory and practice, which demonstrate achievement of the required equal balance of theory and practice elements of the programme.

Evidence provides assurance that the following QA approval criteria are met:

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- There is evidence that programmes leading to nursing associate registration and registration in another profession, will be of suitable length and nursing associate proficiencies and outcomes will be achieved in a nursing associate context. (R2.8)

YES ☒   **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met

YES ☐   **NO** ☒

There are inaccuracies within the programme documentation which impact of the quality of programme delivery. (Condition two)

Co-production is not evident within the discussions at the approval visit for all elements of design, development, delivery and evaluation of the NA programme. Students, practice supervisors and practice assessors confirm that feedback is sought from them by the programme team in relation to theory and practice learning. They did not confirm involvement in design and development of the programme. (Condition four)

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula are met

YES ☒   **NO** ☐

Outcome

Is the standard met?   **MET** ☐   **NOT MET** ☒

The programme start date is incorrect within the documentation. This was confirmed at the approval visit. The student-facing programme planner therefore requires amendment to reflect the correct start date.

Condition two: Ensure the programme planner has the correct programme start date (11 January 2021). (SFNME R3.2; SPNA R2.1)

Co-production is not evident within the discussions at the approval visit for all elements of design, development, delivery and evaluation of the NA programme. Students, practice supervisors and practice assessors confirm that feedback is sought from them by the programme team in relation to theory and practice learning. They did not confirm involvement in design and development of the programme. (Condition four)

Date: 22 September 2020

Post event review

Identify how the condition(s) is met:

Condition two: A revised programme planner showing the model of delivery was submitted with the correct start date of 11 January 2021.

Evidence:

FdSc NA model of delivery, 19 October 2020

Condition two is now met.

Condition four: The programme team have provided a meeting planner which identifies the nature of the co-production with students and SUCs in the delivery of NA curricula, including programme design, development, delivery and evaluation.

Evidence:
Meeting planner with timelines for student and SUC involvement, 2020

Date condition(s) met: 20 November 2020

Revised outcome after condition(s) met:	MET ☒	NOT MET ☐

Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:

R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for nursing associates* to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings

R3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages

R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment

R3.4 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities, and

R3.5 ensure that nursing associate students have protected learning time in line with one of these two options:

R3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

R3.5.2 Option B: nursing associate students who are on work-placed learning routes:

R3.5.2.1 are released for at least 20 percent of the programme for academic study

R3.5.2.2 are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and

R3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

Standards framework for nursing and midwifery education specifically:
R1.1, R1.3, R1.5; R2.9, R2.14; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically:
R1.1 – R1.11

Findings against the standard and requirements

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

- Evidence that the practice learning opportunities allow students to develop and meet the *Standards of proficiency for nursing associates* to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings. (R3.1)

  MET ☒   **NOT MET** ☐

R3.1 is met. Both the documentary evidence and the discussion at the approval visit confirm that the AEI works in partnership with PLPs and apprentice employer partners to provide learning opportunities that enable the students to deliver safe and effective care that meets the Standards of proficiency for NAs (NMC, 2018).

Students confirm that they are allocated to placement opportunities across the lifespan in a range of placement settings and the programme delivery planner confirms this range of opportunities is made available for all students on the NA programme.

Theoretical content detailed within the module descriptors is provided for students to apply to the delivery of care for a diverse range of people across the lifespan. The process for evaluating learning is identified in the PAD. Discussion with PLPs and students at the visit confirms the range of opportunities on offer in a variety of practice settings.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences. (R3.2)

  MET ☒   **NOT MET** ☐

R3.2 is met. Discussions at the visit revealed that HEE students experienced difficulties in the first year of the programme securing the range of placements required. These students are studying a HEE programme and they confirm that the

programme team and placement support team at BPC acknowledged and responded effectively to these issues, addressing the concerns raised and expanding and developing placement opportunities. The first and subsequent years of the NMC programme should not be subject to these issues, which are now resolved.

Discussions with students, practice supervisors and practice assessors and employers confirm that the proposed programme provides experience in a range of practice settings, meeting the holistic needs of people across the lifespan.

The NAPAD provides the means of recording the range of practice learning experiences that the student accesses.

Placements are audited and monitored by the programme team and evaluated by students for each placement undertaken. PLPs and the AEI are responsive to the student feedback, and swift to make any required changes to enhance the student's experience.

- There is evidence of plans for effective and proportionate use of technology enhanced and simulation-based learning opportunities and to support learning and assessment in the curriculum. (R3.3)

                                   MET ☒   **NOT MET** ☐

R3.3 is met. A video tour of resources, along with discussion at the approval visit with students and the programme team, confirm that resources are in place to support technology enhanced and simulation-based learning proportionate to support the effective delivery of the curriculum. The virtual learning environment accessed by the students (My Moodle) offers a range of self-managed resources and activities to support students gradually to develop reflection on practice and enhance their skills. The BU foundation degree NA (FDNA) briefing and resources document outlines a varied range of virtual and placement learning opportunities to support learning and assessment.

- There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities. (R3.4)

                                   MET ☒   **NOT MET** ☐

R3.4 is met. Programme documentation and discussion at the approval visit confirm that students' individual needs and personal circumstances are taken into account when allocating practice placements, including reasonable adjustments. The programme placement guide confirms this and directs students and practice supervisors and practice assessors to the process for identification of individual learning needs.

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- Evidence that nursing associate students have protected learning time through one of the two options (A or B). There must be clarity of evidence to support the single option selected.
  Processes are in place to ensure that protected learning time will be monitored in accordance with the selected option.
  Evidence that students will be released for a minimum of 20 percent of the programme for academic study.
  Evidence that students will be released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role.
  Evidence that information is provided to students and practice learning partners on protected learning time/supernumerary status and the selected single option. (R3.5)

MET ☐   **NOT MET** ☒

R3.5 is not met. There are 2300 study hours and the documentation and discussions at the visit confirm that these are equally split between 1150 hours of theory and 1150 hours of work-based learning and assessment. Documentary evidence in the form of an apprenticeship agreement checklist and an electronic document screenshot provide evidence of a protected learning time option.

Discussion at the approval visit identifies that clarity is needed as to the nature of the NA student's protected learning time as they progress through the programme.

PLPs and the programme team confirmed that students on the NA apprenticeship will be released for a minimum of 20 percent of the programme for academic study.

The programme team are unable to provide with clarity, whether students are subject to option A or option B, as the terms protected learning time and supernumerary status for students are used interchangeably during the visit discussions. This requires clarification to ensure that students and those supporting them on the NA apprenticeship are clear regarding the requirements for protected learning time. (Condition one)

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met	**YES** ☒ **NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met	**YES** ☒ **NO** ☐

Outcome	
Is the standard met?	**MET** ☐ **NOT MET** ☒

There is lack of clarity as to the nature of protected learning time for students undertaking the NA programme. Students, employers and PLPs need to fully understand the agreed obligations regarding protected learning time as students progress through the programme, to ensure that students are fully supported to learn across all stages of the programme.

Condition one: Clarify the nature of NA students' protected learning time in all programme-, student- and practice-facing documentation. Ensure there is clarity as to whether NA students are subject to option A (supernumerary) or option B. (SPNA R3.5)

Date: 22 September 2020

Post event review
Identify how the condition(s) is met: Condition one: The placement handbook, student handbook and the placement guide for students, practice supervisors and practice assessors have all been revised to reflect option B of the SPNA and the nature of protected learning time for all students on the NA programme. These documents confirm that the apprenticeship route is in line with option B in the SPNA. Evidence: NA placement handbook, 19 November 2020 NA student handbook, 19 November 2020 NA placement guide, 19 November 2020 Condition one is met.
Date condition(s) met: 20 November 2020
Revised outcome after condition(s) met: MET ☒   NOT MET ☐

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education* R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment* R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the *Standards of proficiency for nursing associates*

R4.6 ensure that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent

R4.7 assess students to confirm proficiency in preparation for professional practice as a nursing associate

R4.8 ensure that there is equal weighting in the assessment of theory and practice, and

R4.9 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in *Standards of proficiency for nursing associates.*

Standards framework for nursing and midwifery education specifically*:*
R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment
R4.1 – R4.11

Findings against the standards and requirements

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*. (R4.1)

   MET ☒   **NOT MET** ☐

R4.1 is met. Support, supervision, learning and assessment all comply with the SFNME. Documentation also provides evidence of a range of formative and summative assessments to facilitate student development.

Documentary evidence in Gateway 2 sets out the BU strategy for the development and support of practice supervisors and practice assessors. PLPs confirm at the visit that their practice supervisors and practice assessors are suitably prepared for the role in relation to the SSSA.

The programme team and PLPs confirm that the practice assessor and academic assessor work together in reaching decisions regarding student progress.

Students at the visit confirm that they receive a good level of support in relation to their supervision, learning and assessment, both at BPC and in the practice setting.

BU, BPC and the representative from HEE confirm that sufficient resources are in place to support the programme and to meet the required SFNME.

- There is evidence of how the *Standards for student supervision and assessment* are applied to the programme. There are processes in place to identify the supervisors and assessor along with how they will be prepared for their roles. (R4.2)

MET ☒   NOT MET ☐

R4.2 is met. Documentary evidence and discussions at the visit confirm that practice supervisors, practice assessors and academic assessors are prepared appropriately for their roles.

PLPs, as well as the practice supervisors and assessors themselves, confirm that practice supervisors and practice assessors are identified by the organisations and prepared for their roles via a planned programme of preparation. Documentary evidence confirms this.

Practice supervisors and practice assessors are clear regarding their roles and responsibilities. Discussion with them at the visit identified informal support mechanisms were active for these practice educators.

Evidence provides assurance that the following QA approval criteria are met:

- There are processes in place to ensure the NMC is informed of the name of the registered nurse or registered nursing associate responsible for directing the education programme. (R4.3)

YES ☒   NO ☐

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- There are processes in place to provide students with feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

MET ☒   NOT MET ☐

R4.4 is met. The documentation submitted and the discussion at the visit confirm that formative and summative assessment is undertaken and that there are effective processes in place to provide students with feedback on these assessments throughout the programme. The programme uses a range of

assessment methods to support the student's development towards the skills and knowledge required for registration with the NMC as a NA.

Formative reviews are provided to prepare students for summative assessments. A range of assessment tasks are detailed in the module descriptors, where mapping against learning outcomes is also evident. The FDNA PADs for year one and year two provide details of practice learning assessment. There are both formative and summative assessment points in practice. Verbal and written feedback on these supports the students' development. Discussions with students at the visit confirms the robust nature of the support offered by the AEI and PLPs in ensuring the students' development.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the Standards of proficiency for nursing associates. (R4.5)

  MET ☒   **NOT MET** ☐

R4.5 is met. Documentary evidence in the form of a FDNA mapping spreadsheet confirms mapping across the curriculum, both theory and practice elements, to the Standards of proficiency for NAs (NMC, 2018).

Discussion with students, practice supervisors and practice assessors confirms that all are aware of the timelines for completion of the elements of the programme, and that adequate support is provided by the AEI and BPC to support and monitor completion in line with programme timescales and student needs.

Evidence provides assurance that the following QA approval criteria are met:

- There is evidence that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

  YES ☒   **NO** ☐

- There is an appropriate assessment strategy and process detailed. (R4.7)

  YES ☒   **NO** ☐

  There is an assessment strategy with details of the weighting for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8)

  YES ☒   **NO** ☐

- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for nursing associates*. (R4.9)

  YES ☒   **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met

YES ☒   **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* are met

YES ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 22 September 2020		

Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐
N/A		

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England), which is typically two years in length, and   R5.2 notify students during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award.   *Standards framework for nursing and midwifery education specifically R2.11, R2.20*
Findings against the standards and requirements

Evidence provides assurance that the following QA approval criteria are met:

- The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1)

YES ☒   **NO** ☐

- Evidence that students are notified during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award. (R5.2)

YES ☒   **NO** ☐

Fall Back Award

If there is a fall-back exit award with registration as a nursing associate all NMC standards and proficiencies are met within the award

YES ☐   **NO** ☐   **N/A** ☒

There is no fall-back exit award conferring eligibility to register with the NMC as a NA.

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met

YES ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐

Date: 22 September 2020

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐

N/A

Sources of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	☒	☐
Programme specification	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Student facing documentation includes HE/FE college information for students, if relevant	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against standards of proficiency	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme. (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing associate programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse or nursing associate responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐

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External examiner appointments and arrangements	☒	☐
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning time.	☐	☒
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: These documents are set as a condition of approval and must be produced by the AEI.		
List additional documentation: FDNA placement guide, 2020 FDNA briefing and resources, January 2020 FDNA organisation structure, 2020 FDNA apprenticeship enrolment checklist, 2020 FDNA unit delivery, November 2019 Academic assessors preparation guide, September 2018 Practice supervisor preparation, February 2020 Practice supervisor and practice assessor update, September 2018 Practice assessor preparation, September 2019 FDNA mapping spreadsheet, 2020 External examiner report FdSc NA, January 2020 FDNA model of delivery, February 2020 FDNS staff NMC status, February 2020 Sample notification of reasonable adjustments, March 2019 FDNA our Dorset partnership terms of reference, undated FDNA supporting statements, January 2020 FDNA BPC course web page screenshot, undated Post event evidence to meet conditions: Apprentice commitment statement from apprentice employer partner, 19 October 2020 Email from apprentice employer partner, 22 October 2020 Meeting planner with timelines for student and SUC involvement, 2020 Revised NA placement handbook, 19 November 2020 Revised NA student handbook, 19 November 2020 Revised NA placement guide, 19 November 2020		
Additional comments: None identified		

During the event the visitor(s) met the following groups:

	YES	NO

Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
HE/FE college senior managers, if relevant	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Students in second year of NA programme: 2019 cohort.		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation		
Additional comments: None identified		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☒	☐
Library facilities	☒	☐
Technology enhanced learning / virtual learning environment	☒	☐
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
System regulator reports list: Care Quality Commission reports: Dorset Healthcare University NHS Foundation Trust, 31 July 2019 The Royal Bournemouth and Christchurch Hospitals NHS Foundation Trust, 18 June 2018		
If you stated no to any of the above, please provide the reason and mitigation:		

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nursing associate education.

BU is an existing AEI, therefore visits to practice learning environments not required.

The satellite campus at BPC provides facilities and resources that meet the requirements for the delivery of the NA programme and are equivalent to facilities at BU. Clinical skills, study and teaching facilities were viewed at the visit via virtual tours of the BPC campus.

Additional comments:
None identified

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Issue record			
Final Report			
Author(s):	Wendy Wesson	Date:	20 November 2020
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Approved by:	Leeann Greer	Date:	4 December 2020